DOCUMENT RESUME

ED 388 943 CS 012 291

TITLE	Read Together, Grow Together: The Family Literacy Initiative.
INSTITUTION	Illinois State Library, Springfield.
PUB DATE	95
NOTE	38p.
PUB TYPE	Collected Works - General (020)
JOURNAL CIT	Illinois State Library Special Report Series; v2 iss2 1995
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Community Programs; Financial Support; Hispanic Americans; *Library Role; *Literacy; Parent Role; Partnerships in Education; *Reading
IDENTIFIERS	*Family Literacy; *Illinois; Partnerships in Library Services

ABSTRACT

A variety of articles about family literacy efforts in Illinois is provided in this special report prepared by the Illinois State Library, intended for librarians, adult educators, teachers, and family literacy practitioners. Articles contained in the report are: "Family Literacy: A Definition" (Cyndy Colletti); "Why We Need Family Literacy in Illinois" (Cyndy Colletti); "History of the Family Literacy Initiative" (Cyndy Colletti); and "The Benefits of Partnerships in Programming" (Cyndy Colletti); "Serving Hispanics through Family Literacy" (Jill Rodriguez and Maria Tejeda); "Libraries Can: Family Learning in the Library" (Pamela Martin-Diaz); "Community Participation in Family Literacy: Joint Steps toward Literacy" (Karen Stott); "PACT: Parents and Children Together" (Sandra Mulder); and "Crafting Vocabulary into Family Literacy Workshops" (Robert Hafeman). A section called "Parents are Reading Boosters" contains a chart showing parental influence on reading habits of children. Seven appendixes include: Family Literacy Projects (Fiscal Years 93-95); Communities Receiving Family Literacy Grants; a Family Resource Bibliography; Children's Book List; Family Literacy Grant Program Information; Family Reading Videos; and Family Reading Night. (CR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 388 943

CS

Illinois State Library

Special Report Series

Vol. 2 Issue 2 1995

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J Kibbe

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Read Together, Grow Together: The Family Literacy Initiative

GEORGE H. RYAN
Secretary of State
and State Librarian

BEST COPY AVAILABLE

CS012291

Illinois State Library
Special Report Series

Vol. 2, Issue 2 1995

READ TOGETHER, GROW TOGETHER: THE FAMILY LITERACY INITIATIVE

Table of Contents

Introductory Letter ..... Secretary of State George H. Ryan 2

Preface 3

Family Literacy: A Definition ..... Cyndy Colletti 4
What is family literacy, why we need it, and who do we serve?

Why We Need Family Literacy in Illinois ..... Cyndy Colletti 8
Statistical information on literacy needs in Illinois.

History of the Family Literacy Initiative ..... Cyndy Colletti 9
Funding issues: past and present.

The Benefits of Partnerships in Programming ..... Cyndy Colletti 11
Why participate in family literacy programs? Find out what benefits family literacy has for adults, children, libraries and educational agencies.

Serving Hispanics Through Family Literacy ..... Jill Rodriguez and Maria Tejeda 15
The Bensonville Public Library's project lead them to a new understanding of how to serve this growing part of our population.

Libraries Can: Family Learning in the Library ..... Pamela Martin-Diaz 19
Libraries can participate in family literacy not only through comprehensive programming, but also by creatively expanding on traditional library services.

Community Participation in Family Literacy: Joint Steps Toward Literacy ..... Karen Stott 21
This rural family literacy project organized a Literacy Council that enhanced the effectiveness and accessed additional funding for the community.

PACT: Parents and Children Together ..... Sandra Mulder 23
Rock Island Public Library's two-year project experience in family literacy illustrates how a library can work effectively with schools.

Crafting Vocabulary into Family Literacy Workshops ..... Robert Hafeman 25
Through vocational workshops, this library's family literacy project addressed the literacy needs of underemployed men.

Parents are Reading Boosters 27
Chart showing the parental influence on reading habits of children.

APPENDICES
Family Literacy Projects FY93, FY94, FY95. 28
Communities Receiving Family Literacy Grants 32
Family Literacy Resource Bibliography 33
Children's Book List 34
Family Literacy Grant Program Information 35
Family Reading Videos 36
Family Reading Night 36

For further information about the State Library's family literacy initiative, contact the Literacy Office at (217) 785-6921

GEORGE H. RYAN
SECRETARY OF STATE

OFFICE OF THE SECRETARY OF STATE

SPRINGFIELD, ILLINOIS 62756

Dear Friends,

Since 1992 I have worked to find ways to focus state resources on improving literacy for families. Launched with federal funds for two years, our family literacy initiative is now funded through Illinois "Live & Learn" dollars from the Secretary of State's budget to ensure the continuation of these programs.

The State Adult Literacy Survey found that almost half the adults in Illinois demonstrated skills in the lower two levels of literacy proficiency. According to the survey, children of parents who completed more schooling do better academically than children of parents with less education. This finding validated previous research showing that the educational level of parents is a significant factor in the educational achievement of their children.

Literacy is more important today than ever before. Clearly, the harm of poor literacy skills among our citizenry extends beyond the individual to compromise the very fabric of family life. There are successful literacy programs that serve adults and their children. We must identify those programs and assure that they are replicated throughout the state. Our children are our most valuable resource; they are our future.

This special report provides a variety of articles about family literacy efforts in Illinois. I believe this report will be very valuable to librarians, adult educators, teachers and family literacy practitioners. I hope you find in this report support for your individual literacy efforts and encouragement to join our office in this exciting initiative of family literacy.

Sincerely,

George H Ryan

GEORGE H. RYAN
Secretary of State
and State Librarian

Preface

"Read Together, Grow Together." That is the title you will see on our bookmarks, brochures and posters. Sound idea, isn't it? Yet that one sound idea has enormous implications. Family literacy exemplifies those enormous implications.

Reading with their children is the most significant activity that parents can do to improve their children's chances of achieving academic success. Therefore, we as librarians and educators must do our utmost to ensure that adults have the ability to read and the books to read to the children. What better place for these activities than the library?

The Family Literacy Program in our office demonstrates the integral role that libraries play in fostering literacy. Illinois libraries work in equal partnership with other educational agencies to implement the activities that enable parents and children to pursue academic goals together. These interactive and reciprocal learning experiences help families connect with each other, with their cultural heritage and with the power of books.

I am pleased to report that our Family Literacy Program is accomplishing these goals. You will see in this report some of the exciting results of the first three years of the initiative. In Illinois, the Family Literacy Program has helped parents and children begin to "Read Together" and "Grow Together."

Bridget L. Lamont, Director
Illinois State Library

Family Literacy: A Definition

Cyndy Colletti

"... the parent is the child's first teacher ..." (Barbara Bush Foundation)

During the weekly family literacy session at the Waukegan Public Library, a young father approached his teacher. He had faithfully attended the classes with his wife and daughter. It was obvious to the teacher that he was serious about improving his English. Still his request was surprising to the teacher. He asked her to write an excuse to his employer for him. The student had been turning down opportunities to work overtime so that he could attend family literacy classes. He wanted his boss to know that he was not shirking work but instead was trying to improve life for himself and his family. This is the impressive commitment that family literacy inspires in its participants. Such a commitment also inspires teachers, librarians, administrators and policy makers.

Traditionally, literacy has been defined as an inability to read and write. Using that definition, there are literate and illiterate people. In today's increasingly complex society that is simplistic. Currently, literacy is defined as the ability to effectively perform a variety of tasks, including reading, writing, using numbers, and the ability to integrate these skills.

Using that comprehensive definition, literacy needs fall along a continuum. Although the level of skill that each of us needs to function depends on our own life and career, we all have literacy needs. Most of us need to be able to read and understand a paragraph that we see in a newspaper. Some of us need to be able to decipher a bus or train schedule. Many of us need to be able to correctly total the checks on a bank deposit slip.

According to the Executive Summary from *"Adult Literacy in America,"* literacy can be thought of as a currency in society. Just as adults with little money have difficulty meeting their basic needs, those with limited literacy skills are likely to find it more challenging to pursue their goals—whether they involve job advancement, consumer decision making, citizenship or other aspects of their lives."

Imagine how this difficulty with basic skills can impact a family. A parent is a child's first and most important teacher. Most schools today expect a child to come to kindergarten with knowledge of the alphabet and the colors. But children of parents with limited literacy skills enter kindergarten without this knowledge. Their skills may lag behind those of their peers by as much as two years. We need to help these parents gain the skills they need to be partners in their children's educational success.

The influence of parents does not end when their children enter school. Can a parent for whom reading is difficult understand notes sent home from school? Whether those communications relate to the children's academic achievement, behavior or the required immunizations, today's schools expect parents to be able to respond correctly to the school's written messages. Schools also expect parents to help their children complete homework and to check that homework is done accurately. When parents don't act on these expectations, it's often assumed they're not interested. On the contrary, these parents are concerned for their children and even more concerned that they do not have the skills to help their children learn.

Research has attested to the importance of parental influence again and again. The National Adult Literacy Survey validates the common belief that the educational level of the parents is a significant factor affecting the educational achievement of the children. "... adults whose parents completed more years of education demonstrate more advanced literacy skills than those whose parents have limited education. This pattern is, in fact, evident in the National Adult Literacy Survey results."

According to a study conducted by the Department of Defense called Profile of American Youth, the educational level of the mother, especially, is the most important variable affecting the academic achievement of her children. It has more impact than a combination of all other variables studied—the father's education, the average income of the family and the

*Cyndy Colletti, Family Literacy Consultant, Secretary of State Literacy Office/Illinois State Library.

father's occupational status. These facts make us realize how important it is to give parents the tools they need to help their children learn.

At the Illinois State Library, the family literacy initiative seeks to address the complex issues that account for low literacy skills in families. It recognizes that families are systems. It recognizes that the relationships within families affect the development and use of literacy skills by both parents and children. There is a significant intergenerational factor in educational achievement, both positive and negative. With our assistance and encouragement, parents can help their preschool children develop the language skills those children will need upon entry to school. Parents can then help their children meet the demands and requests of the school system.

Adults with increased literacy skills are able to reinforce and monitor their children's schooling. A reading parent is a role model to a child. An educated parent provides a role model of an adult who values education. The family as a whole is reinforced.

The Illinois State Library's Literacy Office encourages and funds programs which integrate instructional services to address family literacy needs. In 1993, Secretary of State George H. Ryan allocated a portion of the revenue generated by legislation called Live & Learn specifically for family literacy programming.

To qualify for family literacy grants, applicants are required to demonstrate the involvement of three service providers; an adult literacy provider, an organization serving children at risk and a public library. Two of the partners are traditional literacy providers. The library as the third partner enriches and strengthens programming for the entire family.

Historically, the library has been an avenue for self education. However, in the Illinois Adult Literacy Survey, 33 percent of the adults reported that they never use the library. The target population for family literacy are not library users.

The library's many inherent advantages make it a natural partner in family literacy. The library has a wealth of resources that are not merely instructional. There are books to pique anyone's interest on subjects ranging from gardens to trains. There are books for all ages from toddlers to senior citizens. Books today are written at all reading levels. Wordless books and books with one word and one picture on each page are ones that people can be successful reading even with limited skills. There are books called "high interest, low difficulty" that are especially written to be interesting to adults with limited reading ability. And, all these materials are free through libraries.

> "The single most important activity in which parents can contribute to literacy for the children is to read to them." (Becoming a Nation of Readers, Anderson, Hiebert, Scott and Wilkinson, 1985)

Libraries are not only filled with print. Many libraries have videos, musical audio tapes, books on tape, low-cost and give away books, art prints, toys, puzzles and puppets. That can be important to families whose earnings must be spent on priorities like food and shelter. Libraries have computers for public use. Although these library services are valuable, they are unfamiliar to families with limited literacy.

There are other not as obvious advantages that libraries bring to family literacy programs. The low literate population moves frequently, but there will be a library for them to use in their next community. Sometimes participants in family literacy must leave the program for other reasons. Whether they leave because they have successfully completed their educational goals or because of problems that interfere with their participation, the public library will be there when they want to use its services again. The library is a community center that encourages lifelong learning.

In partnership with adult educators and children's organizations, libraries combine their services and pool their expertise to meet the needs of all members of a family. A comprehensive family literacy program consists of services for the adults, the children, and the adults and children together. These three types of activities are the three components of family literacy.

Adult services consist of literacy and adult education classes that increase the adult's literacy skills. The children's services focus on educational activities that encourage the development of literacy appropriate to the children's ages. The parents and children also spend time together participating in interactive and reciprocal educational activities.

Adult services are tailored to the individual needs of the adult participant. Adults might choose to increase their literacy skills through typical adult education like "Adult Basic Education" preparatory work toward taking the GED, or "English as a Second Language" class. Family literacy participants might also be offered workshops on health, parenting skills, nutrition, job training or computers. In Anna, vocational workshops gave participants information on starting home-based businesses. Programs have included information on acculturation and literacy training in the adult's native language when necessary. In Centralia, Head Start parents whose children were about to enter kindergarten were oriented to the

school system their children would soon attend. In Rockford and Peoria, support groups helped the adults realize that they were not alone in the stress they felt while trying to improve their learning.

All adults in family literacy are the caretakers of children, so activities that center on child development issues or on parenting topics are very important. Some adults enroll in family literacy because of a desire to read to their children. Information on how to discipline children or how to pick out a good children's book may be available to participants with this goal. Parenting information is offered through formal classes in Highland Community College's family literacy project. On a more informal basis, East Alton Public Library furnished helpful parenting hints to participating parents.

The activities the children in family literacy participate in are directly related to their ages and needs. For example, preschoolers might be involved in developing emergent literacy skills by drawing pictures that illustrate a story just read to them. At the Aurora YWCA, Spanish speaking children get a chance to listen to and practice their English skills before they reach kindergarten. Children in the early elementary age group might receive after school assistance with homework or join a book club. One on one tutoring sometimes takes place as a child activity. In Rock Island, elementary age children read books together as a class. Then they recommended to the teachers the books they had most enjoyed. Those books were purchased as permanent additions to the classroom. At one Head Start site in East Alton, the annual Halloween parade was made up of children dressed as their favorite storybook characters instead of the usual witches and ghosts. Local needs drive activities. These activities enrich and expand the skills of each child. Often, the programs emphasize the fun and excitement of learning new things. Always, the programs aim at increased academic achievement for the children.

The time that parents and children spend together learning distinguishes family literacy from the adult education system and from the educational system for children. Family literacy uses the motivational force that parents and children exert upon one another to increase the effectiveness of the teaching. Research has shown that besides the discrete knowledge learned in the program, there is an additional transfer of skills that takes place after hours.

The variety of activities that can be offered to parents and children together is endless. Of course, they can study and read together. They also can talk about books and listen to storytellers. The Rock Island Public Library displayed books the kindergarten children had made with their parents. At the Joliet Public Library, parents and children were introduced to the resources of the library by enjoying a "sleep-over" together in the library building. All parents know how much children love "sleep-overs." The family literacy program in Savanna took the parent/child together activities directly to the family's home. At home visits, after reading aloud a book like *The Mitten*, by Jan Brett, the staff would demonstrate simple projects, like lacing a paper mitten together, and leave the book for the family to keep. The home visit was an opportunity to teach and help families learn that playing together can include learning. Ownership of a children's book was a bonus that also would foster their educational growth together.

Programs also use the video "Read Together, Grow Together" (described in the Appendix, Family Reading Videos). This video was developed by the Secretary of State Literacy Office to encourage parents and children to read together. Families can use interactive computers to read, study or play games. They can learn about computers and word processing and increase their computer literacy skills. Arts and crafts, often called "Make & Take," are favorite activities to do together. The Rock Island Public Library compiled a manual of Family Fun Night activities such as crafts, word games and songs they used during their project. This manual not only describes the activity, even noting the costs and the staffing necessary, but most importantly relates activities to the objectives of family literacy.

Holiday parties can be opportunities for learning about cultural events as well as interacting with each other and other families. For Mexican Independence Day, Waukegan Public Library's Family Literacy group entered a float in the parade and won! Experiences are important to families who are learn-

ing to read. The process of learning to read is based on drawing meaning from a fund of knowledge and relating that to the printed word. Field trips, therefore, are a valid part of many programs. Family literacy participants have gone to zoos, theaters, museums, libraries, playgrounds and historical sites. Family literacy can increase families' knowledge of and comfort in their own community.

Family literacy enhances educational success across generations and agencies in Illinois. It serves parents and children together who need educational help to function successfully in their everyday lives. It unites agencies who are already serving these people under the shared goal of improving the literacy skills of the family. It uses the unique characteristics and strengths of each family and each community to enable the families to reach their educational goals.

Family literacy is a natural extension of what we know is effective to promote learning. When we teach a parent and a child together, we use their relationship as motivation for them to learn together. Time spent learning together strengthens their bond. By strengthening families, we strengthen the community. Literate citizens can find employment and can help their children succeed in school.

By establishing cooperative programs we use limited resources wisely, reduce duplication of services and recognize and fill gaps in services. The Illinois State Library family literacy programs effectively use the expertise and enthusiasm of staff in three different disciplines. Family literacy expands programs that already are serving members of families individually and uses facilities that are already available for those family services.

We are proud of what the Illinois State Library Literacy Office has done to encourage family literacy programming in Illinois. We are proud of the agencies that have widened their perspective to include services to the whole family, with literacy as a goal. We are very proud of the people who enroll in family literacy programs not only because they care about their families and want what is best for them, but because they are willing to work to achieve their goals.

The Illinois State Library Literacy Office has demonstrated a commitment to provide the family literacy services these families require to pursue their goals. We hope that the information contained in this report enables you to join in our partnership for literacy. We welcome your interest and participation in this exciting initiative as we promote family literacy in the state of Illinois.

"Sharing the pleasure of learning to read has to be one of the most important experiences a loving adult and child can have. Reading together brings families together." (Barbara Bush, 1989)

Why We Need Family Literacy in Illinois

- Illinois, which ranks 34th in state literacy ratings, has an estimated four million adults scoring in the lowest two proficiency levels of the National Adult Literacy survey. These adults lack the skills they need to function effectively at home, at work and as parents.

- In 27 Illinois counties, more than one child in five is growing up in poverty. In the worst case, the rate is almost one in two.

- During the last decade, the number of children living in poverty increased in 88 of Illinois' 102 counties. In 37 counties, the rate went up by more than 50 percent. Twenty seven of these counties are rural.

- For a child, poverty means inadequate nutrition, rest and health care. These factors lead to an inability to concentrate in the classroom and to dropping out of school.

- Nearly 25 percent of Illinois students who entered ninth grade in 1984 dropped out before graduating in 1988.

- Girls between the ages of 14 and 15 with poor basic skills are five times as likely to become mothers before age 16 as are those with average skills. Half of the teens who become mothers before age 18 will drop out of school without earning a diploma.

- The number of births to single teens in Illinois increased 91 counties, according to the 1990 census.

- Children of functionally illiterate parents are twice as likely as their peers to grow up to be functionally illiterate.

- Family literacy programs have been shown to be highly effective at helping parents achieve their own educational goals and in encouraging them to better prepare their children for academic success.

History of the Family Literacy Initiative

Cyndy Colletti

Libraries have always been responsive to families. Historically, libraries have been a tremendous resource to those families who sought to educate themselves. Libraries have always been centers for nontraditional and lifelong learning. Family literacy targets all members of a family of all ages and all interests, and so do libraries. Literacy is a lifelong process for the entire family.

As State Librarian, Illinois' Secretary of State George H. Ryan has taken the lead in recognizing the need for literacy services. Since 1984, the Secretary of State's office has facilitated the Illinois Literacy Council. Institutionalized through the Illinois Literacy Act of 1992, the council promotes literacy statewide. With the support and recommendation from the council, the Secretary of State initiated a community grant program in 1986, a workplace grant program in 1990 and, most recently, a family literacy program in 1993. The need for a family literacy program is found in recent research which shows the effectiveness of bringing the family into literacy programming.

> "The mother's educational level is the most important variable affecting the academic achievement of her children." *(Becoming a Nation of Readers, 1985)*

In fiscal year 1993. Secretary Ryan allocated $400,000 of federal Library Services and Construction Act (LSCA) funds to begin the family literacy initiative in Illinois. Grant applicants demonstrated the involvement of three components: an adult literacy provider, an organization serving children at risk and a public library. Adult educators would bring to the partnership their expertise in the ways that adults learn. The agencies serving children would bring their knowledge of children's developmental stages and related parenting information. The libraries would bring their resources, materials, and their position as lifelong community education agencies. All would expand as well as integrate their services to children, adults and families through the grant.

> "... investments in prevention and early intervention result in substantial savings in the delivery of services to children and families. Investing $1 in quality early education saves $7 by reducing later grade retention and special education placement and increasing high school graduation rates. Investing $4 now on prenatal care, childhood immunizations and quality early education saves over $20 in later health, education and welfare costs." (Children's Defense Fund, 1992)

The response was overwhelming. The initial grant offering drew 59 applicants requesting a total of more than two million dollars. The fourteen pilot grants chosen during the first year of funding were coordination models pooling the expertise of adult education programs, agencies serving children at risk and public libraries. The grant recipients illustrated the many partners that can participate in family literacy. Adult educational partners were usually a community college or a community-based organization. Agencies serving children at risk of educational failure included Head Start grantees, Even Start grantees, or prekindergarten programs, to name a few. The public libraries who became family literacy partners were sometimes large and urban, but just as often small and rural. Other participating agencies ranged from housing authorities to park districts, from YWCA's to Hispanic Literacy Councils, from elementary schools to vocational training centers and health departments. All participating agencies found that family literacy was an issue that directly related to their missions.

The programs illustrated the wide variety of services that can be integrated into one family literacy program. In Rockford, the public library served young, single mothers living in the housing authority. The Gail Borden Public Library in Elgin brought family literacy to a diverse group of English as a second language students. The Chicago Public Library's Blackstone Branch served an inner city, African-American population. They organized an after school assistance program that used gifted local high school students as tutors in the library. Each community addressed its own particular needs in planning the local project. Throughout the state, these communities

*Cyndy Colletti, Family Literacy Consultant, Secretary of State Literacy Office/Illinois State Library.

implemented a new model of literacy services and family literacy tailored to meet the needs of their citizens.

In the second year of funding, an additional $100,000 of LSCA dollars was added, bringing the total to $500,000 for fiscal year 1994. This increase enabled us to fund a total of 17 family literacy projects for fiscal year 94. Six of the first-year grant recipients received a second year of funding.

As the Illinois State Library's Family Literacy Grant Program entered its third year, funding changed from federal dollars to state revenue. The "Live & Learn" initiative guarantees a permanent funding source for family literacy. The current funding level is $500,000 annually.

To date, 38 programs have received at least one year of funding through the Secretary of State's Family Literacy Grant Program. Almost a quarter of these programs received a second year of support. Approximately 1.3 million dollars has been given in family literacy awards. In all, 99 libraries, 102 child at risk programs and 51 adult education organizations have participated in family literacy projects during these first three years.

A parent is a child's first and most influential teacher. Family literacy uses state funds to give the child's first teacher the tools necessary for parents and children to reach their full potential together. Libraries, children's agencies and adult educators can pool their resources and expertise to effectively meet the needs of the families in Illinois. Illinois' commitment to family literacy is clear.

The Benefits of Partnerships in Programming

Cyndy Colletti

Family literacy brings to mind warm images of mothers with little children on their laps reading. It brings to mind images of families gathered around kitchen tables helping each other complete school assignments. Librarians participating in family literacy have seen the wide-eyed look on a little girl's face who, while holding tight to her sister's hand, sees all the books in the library for the first time. Teachers in family literacy projects have seen the look of accomplishment on a father's face when he reads a book to his child for the first time. Family literacy programming is a positive educational influence in the lives of adults and children with rewards for families supported by the agencies that participate.

Family literacy is based on the concept that parents and their children are a strong partnership and that this partnership can work for the benefit of both. Family literacy programs, made up of edcuational components that reinforce one another, support this partnership of parent and child. The integrated services of family literacy programs can accomplish more than previously existing services could accomplish independently. Family literacy projects integrate services so that the program impacts the whole family as well as the individual.

> "... Family literacy programs are ... grounded in the fundamental belief that families come to us with strengths and abilities which can support further efforts to expand literate behaviors." (Meta Potts, 1991)

Family literacy is a paradigm shift in the way we think about education. The whole program is more than the sum of its parts. Individual components of the program help individuals achieve results. When all components of the program work successfully together, parents and children achieve results. At the same time, family literacy programs do celebrate individual successes. For example, programs want adults to increase their literacy skills and children to improve their learning skills. Family literacy programs consider it an accomplishment when parents complete their GEDs. Family literacy programs also consider it an accomplishment when children raise their grades in school.

Primarily, however, family literacy partners share a desire for participants to achieve interrelated goals. For instance, family literacy programs want parents and children to participate in open-ended, active learning. Active participation requires active communication. They learn by doing and by talking about it. In this way, programs hope to see improvement in communication between parents and children. As their children's first teachers, parents need to understand the issues of childhood. Programs help parents increase their knowledge of and comfort with child development issues and parenting information. Family literacy programs strive to increase the family's awareness of the importance of books in their lives. In fact, many family literacy programs use books as effective tools to recognize and strengthen healthy family traits. Without the involvement of both parents and children in the program, these shared outcomes would not be possible. Cementing that parent/child partnership is one of the foremost goals of family literacy.

> "Those children who had been exposed to books at home and had parents who actively helped to develop their children's vocabulary ... were found to achieve more in reading at school than those children without this parental guidance." (Durkin, D., 1987) Children Who Read Early. New York: Teachers College Press

This partnership of parents and children is integral to family literacy and so is the partnership of educational providers. Secretary of State/Illinois State Library family literacy programs require that three partners—an adult education agency, an organization

*Cyndy Colletti, Family Literacy Consultant, Secretary of State Literacy Office/Illinois State Library.

serving children at risk and a public library—cooperate to provide services to the entire family. Again, the integration of services increases the effectiveness of each, enabling the whole to be greater than the sum of its parts.

Each agency brings its individual strengths to the whole. The adult education agency brings the expertise of adult educators to the program. Adult educators understand the learning styles of adults. Adult educators also understand that adults have various responsibilities to jobs or to the chores of daily living. Although these responsibilities do not impact children's programming, it is extremely important to consider these responsibilities when designing comprehensive family programming that includes adults.

The children's organization also brings its particular expertise to the integrated project. Children's teachers understand the developmental stages that children pass through and the various parenting skills that the different stages require. Participating families want and need this information.

Librarians are a bridge between these two viewpoints. Libraries provide a wealth of resources and materials for the family as a whole. Although there are separate departments for adults and children in the library, these departments do not exclude any age group. Rather, they make the library easier for each group to use. Thus, the three partners cooperate to provide integrated, holistic and comprehensive family literacy programming. Each agency's expertise enhances the overall programming.

The integrated family literacy projects expand individual agency outreach as well. Adult education agencies can reach new students. Low-literate adults have compensated for their lack of skills and do not seek out educational programs. Reaching them is often difficult. Not eager to return to a subject at which they failed, many of these adults avoid schools and libraries. Although they may not want to learn to read for themselves, they care about their children's education. For their children's sakes they may be willing to participate.

Some adults do want to participate in programming but they lack child care. Family literacy programs overcome this barrier by providing child care and by including children in their programming. With their child care problem solved, these adults can pursue their own educational goals.

Student retention can increase when adult education agencies participate in family literacy. Adults have many demands on their time that require them to be away from their children. The time spent learning in family literacy programs is not time taken away from the family. Because family literacy is time that parents spend with their children, adults are willing to fit it into their schedule and stick with it. In a family literacy program at the Chicago Public Library, a student remarked that she looked forward to weekends now because she knew she would be able to spend time learning with her children. Some children enjoy the programs so much that they insist on their parents' attendance.

There are also benefits for the children's organization who participates in family literacy. For instance, family literacy programs have the ability to reach the parents. Traditionally focused on the child, child-at-risk organizations have difficulty encouraging the parents of the children to participate. Family literacy is not child focused; it is family focused. It addresses the needs of both adults and children. Parents and children encourage one another to attend, and both receive educational benefits by attending.

Of course, libraries also derive benefits from participation in family literacy. Libraries reach nontraditional users through their literacy programming and increase their readership. Libraries introduce their services to families unfamiliar with libraries. In return, libraries bring new families into their building. Family literacy programming can help libraries reach various age groups, from the youngest to the oldest. The library has books for all ages with which to read to one another. Library participation in family literacy fosters literate behavior, and a literate population will support libraries.

Family literacy programs provide benefits for all participants. They agree on desired outcomes for individuals and families. Family literacy programs also provide benefits for the educational agencies that participate. Each participating agency gives specific services to the program and receives definite benefits as well. In these ways all family literacy programs are alike.

In other ways, each family literacy program differs from the next. Sharing the same goals their services vary widely. Each program is different because each program addresses the literacy problems particular to its location and target population. Exemplary programs in three diverse areas of the state illustrate this point. Although all are comprehensive programs, one serves suburban Hispanic families, another serves families in a rural area, while the third serves an urban population of African-American families.

The partner agencies in Aurora designed a program to address the needs of the families of Spanish speaking immigrants to their area. They wanted to help the

Hispanic parents and their children improve their ability to speak English. The adults enrolled in English as a second language class provided by Waubonsee Community College. The curriculum focuses on English phrases that people need to function in everyday situations, such as how to ask for the time or how to ask for and understand directions. The adult students learn how to supply the personal information necessary to complete forms like job applications.

At the same time, their children also attend programming. Infants receive child care on the Waubonsee campus near their parents. Children ages three to six engage in a variety of active learning experiences at the Aurora YWCA. They fingerprint, sing songs in English and learn. They particularly enjoy making their own snacks.

The older children do homework and take advantage of other activities and services in the library. One day last fall, the children left the library to find a building they liked in the immediate neighborhood. When they returned, they wrote a description of the building so precise that the teacher could identify it without using an address. This simple exercise gave them community experience, writing experience and built their self-esteem.

After the separate sessions end, the families unite at the library for one hour of activities together. Perhaps the parents will help run the story hour. Other parents may lead songs or help with crafts. Many parents will read aloud with their children.

Each week a child becomes the "Star of the Week." The parents interview the child, asking what makes the child feel special and whom their child most admires. The parents often rephrase the questions or elaborate on them to make it easier for their child to answer. Prior to this experience, the children did not know the words special or admire. Not only did this assignment teach these important words to the families, it also showed the parents how to focus on their children in a positive way. The parents increase their language ability while enhancing their parenting ability. The program finishes the day in the library, making it convenient for the families to borrow books to take home.

The second exemplary program takes place in four rural counties in Southern Illinois. In rural settings, programs look much different. Again, local needs drive programming. Rend Lake College operates a family literacy program at each county site where family literacy programming takes place weekly. Transportation is a problem because of the great geographical distances involved. Public transportation does not exist. These sites bring programming closer to the families. At these sites, called cluster groups, all services are available. The parents participate in adult education according to their own needs. They may join GED preparation classes or classes in adult basic education. The children, depending on their age, join other appropriate activities. Three- to five-year-old children attend Head Start or Early Childhood programming. Younger children receive stimulation aimed at the correct developmental stage for them.

These cluster groups also include time for the parent and child to learn together. Some of that time is spent at the local libraries. Eight libraries that serve the four counties conduct library orientations and card registrations for the families. Families who attended one library received the book *If You Give A Moose A Muffin*. After reading that book at the cluster group, the teachers helped parents and children make muffins in their homes. Home visits give parents and children another opportunity to practice what they have learned. Families enjoyed the opportunity to use the recipe "Muffins Fit For A Moose." Then everyone ate the results.

Story kits containing reading and writing materials were developed by the family literacy project for use during home visits. These kits provide ideas and materials that parents can use in activities with their children at home. Families can borrow the kits like library books. Before using the kit, each family writes a goal for that kit and then evaluates the activity using that goal. This evaluation process helped the project coordinators discover that the kits were only appropriate for children in the three- to 5-year-old age group. They realized that they needed to develop kits for an even younger level. Unable to go to the library themselves, books and library materials were brought to these families through their participation in this family literacy project.

The third example shows how programs in urban areas must address still different issues. Although public transportation may be available, it may not be safe to travel after dark. Always, family needs must be considered. In Peoria, the Tri-County Urban League uses a van owned by the agency to provide transportation for the families. Their educational programming for adults includes training in pre-employment skills like resume preparation and interviewing. The parenting classes emphasize interaction with schools, including modeling of parent teacher conferences and monthly workshops, in which parents practice the skills they need to be their children's most influential teacher. The children's family literacy programming emphasizes success in school. Because incentives are provided for those who get good grades, children strive to become members of the Blue and Gold Club.

This club is for children who receive As, Bs, and no more than one C. Members of this club receive additional computer time and extra snacks.

The Tri-County Urban League also encourages participants to explore their cultural traditions. During African Spectacular Sunday, activities included African music, art, storytelling and food. There was even a planetarium show of the night sky over Africa. During Black History Month, the children chose to read a biography of a prominent African-American. The reports the children wrote were then displayed at the Lincoln Branch of the Peoria Public Library. Participating families enjoyed the opportunity to learn about their heritage together. Seeing their names on the wall next to those of Maya Angelou or Booker T. Washington may inspire a child to concentrate on English or Science assignments.

It all ties together. Family literacy is families reading together and studying around kitchen tables. It is families exploring libraries and communicating with teachers. It is parents discovering the power they have to help their children learn. And it is children finding out that they have the ability to learn. Family literacy participants, whether family members or agencies, reap the benefits they sow. These partnerships, parent and child, library and education agency, reinforce one another while enabling each to achieve individual goals.

Serving Hispanics Through Family Literacy: One Family at a Time

Jill Rodriguez and Maria Tejeda

Background

Bensenville is an "old community" with a long history rich in culture and family heritage. Generations of families have lived and worked in the community, sending children and grandchildren through schools and community activities. From its roots as a German railroad town in the mid-19th century, Bensenville has transferred over the last few decades into a culturally diverse community with a large and growing Hispanic population.

The Bensenville Community Public Library, on the other hand, is relatively "young." Born in the early 1960s, it has consistently tried to fulfill its mission to serve the informational, educational, recreational, and cultural needs of all the citizens in the library district. One way the library has tried to achieve its goals is to cooperate extensively with other governmental bodies and community organizations. The library has played a leadership role in the development of the Bensenville Intergovernmental Group's Lifelong Learning Community vision. The five governmental bodies, (Bensenville Library, Park District, Village of Bensenville, Fenton High School District 100, and Bensenville Elementary School District 2) resolved in 1991 to provide and stimulate learning opportunities of excellence for all residents of all ages in our community. The library, already established as a lifelong learning center with an identified slogan, "serving a community of readers," seized this opportunity to focus on segments of the population who were not being served.

The programs and services described in the following discussion were designed or adapted by library staff as our contribution to becoming a Life-long Learning Community. They were intended to help the community achieve the first and fifth National Education Goals: "all children will start school ready to learn" and "all adults will be literate," and to enable the library to reach out to Hispanic nonusers. We know that parents' greatest motivation to learn is their desire to become positive role models for their children. With the assistance of four different LSCA grants over three years from the Illinois Secretary of State / Illinois State Library, the library was able to implement both formal and informal programs aimed at breaking the cycle of illiteracy by encouraging learning as a family activity. Through both in-house programs and outreach services, we developed a cadre of opportunities to increase use of the library and its resources by Hispanic families.

The Bensenville Hispanic Community

Statistics show that nearly one-third of the elementary school population comes from households in which English is not the first language, with the majority of those families being of Hispanic heritage. Our reading advocate, Maria Tejeda, represents that population and has enabled us to identify needs and issues. A native of Mexico, Maria moved to Bensenville as a young mother, not speaking any English, but with a strong desire to create a positive learning environment for her children. As we discussed the particular needs of our Hispanic residents, Maria was quick to point out some general characteristics.

"Hispanics who are not well-educated or wealthy are not familiar with the idea of a free public library. They don't know what it's like, and they certainly don't know how to use it. Of course, language is a barrier, and often transportation would be, if they even wanted to come to the library at all.

"Many Hispanic moms are not confident in their ability to participate in their children's education and ask questions like, 'can I handle the experience of the library?' They feel uncomfortable asking for help. And really, they just don't know what the library has to offer them. Moms with preschoolers especially don't know of activities available for their kids in the community.

*Jill Rodriguez, Library Director, Bensenville Community Public Library District, *Marie Tejeda*, Family Learning Advocate, Bensenville Community Public Library District, Bensenville, Illinois. Reprinted from the Fall 1993 issue of *Illinois Libraries*.

"And of course, issues like jobs and health care are a priority, just as in all families. But for many Hispanics who have just moved to this country, these are the reasons they came, and education, especially their own, does not seem quite as important ."

Maria's insights helped us define our target audiences, and enabled us to develop services that might begin to address the specific needs of Hispanic families. In the fall of 1991, we implemented the Community of Readers program.

Family Literacy Begins at Home

"Family literacy begins at home" was our philosophy when we began visiting Hispanic non-users and other families with preschool-aged children who were not library patrons in their own homes. Although we were not actually calling this family literacy, the intent was much the same as in a more formal literacy program. The goals of the Community of Readers program were to:

1. Inspire a love of books and reading in preschool children through personal contacts in the family's home.

2. Motivate families to read together to enhance the capacity of family, and to encourage the development of oral language and listening skills in young children.

3. Develop and implement a public relations plan to promote library services and resources for preschool age children, their parents, and caregivers, as part of Bensenville's goal to be a lifelong learning community.

4. Increase the use of library resources and services by families with preschool children, particularly new Bensenville families and Hispanic families not using the library.

Funded by an LSCA grant from the Illinois State Library, the project focused on the outreach work of two part-time reading advocates. Maria's bilingual skills and contacts with the Hispanic community enabled us to connect with many families who had preschool-aged children. Our other reading advocate, a current library staff member, had extensive involvement in the community, therefore providing the program with greater exposure.

The reading advocates attended all kinds of community functions and set up "home visit" appointments on the spot. Referrals also were made by school principals, teachers, family counselors, realtors, hospital maternity wards, and the community's Parents as Teachers program.

Each home visit was tailored to fit the family. A bag containing "Babies and Books" material (from Baby TALK), a board or paperback book, a handmade puppet or finger play, and other promotional materials about the library and community programs was given to each family. The reading advocates spent about an hour with each family, primarily talking to the parent(s) about the values of reading with their children, and demonstrating and encouraging them to make reading both a family activity, and one that is modeled by the adults in the household. Library card registrations were completed, and a follow-up visit to the library was planned in many cases.

The advantages of this type of approach to family literacy and reaching Hispanic families, as well as other families "at risk," are summarized by Maria Tejeda's:

"Many people were cold at first, and of course, some were not anxious to have me come to their house. Sometimes it took several phone calls or conversations to convince them to let me come. But after I went to the home, so many families were very grateful. They had no idea that the library had anything for them, and they felt special that we tried to reach out to them. Many of the moms don't have access to transportation and don't know what's available in the community for their children. But more importantly, they began to see how much their kids loved hearing a story and having their own book. I think we changed a lot of minds by showing how wonderful reading is, and made the parents feel empowered to read with their kids, either in English or in Spanish."

Other components of the Community of Readers project were critical to its ongoing success. Reading advocates had regular "drop in hours" when their families could visit the library and begin with a familiar face. Maria, of course, was able to translate for the non-English speakers. Other library staff members have been trained in basic conversational Spanish and make every attempt to be friendly and helpful. Several new programs were initiated for the Community of Readers families, although the programs were open to anyone. "Stories and Songs for Babies" was the Bensenville Library's first infant program. The sessions involved songs and rhymes in several languages designed for parent and child (6-18 months) interaction. For several Hispanic families, this was their first introduction to social activity in our community and key to encouraging reading in their homes.

"Stories and Songs with Grands" was an interactive storytime for a grandparent and preschooler combination. Both reading advocates were able to encourage their families to be involved, as many of those visited

had extended family living with them. One of Maria's favorite experiences from the program involves a grandparent.

"I was at a home visit talking with a mom and a *baby. I was playing with the baby, doing fingerplays* and Mother Goose rhymes. I wanted to involve the mom so I started singing in Spanish, some popular folk songs from Mexico. Shortly, a grandmother appeared from another room and joined in, pleased that I knew *those songs*. The other children who had been with the grandmother came into the room and reluctantly began singing with us. Soon, the entire group was laughing, singing, and sharing a special family time that was rare in that home. They invited me to come back and have since participated in other library programs."

Community of Readers was a successful venture for the library for several reasons. We developed a model "home visit" approach that was truly unique among libraries and was producing the desired results—introducing new families to the library, bringing Hispanics families into the library, and most importantly, introducing books and reading into homes where it had not been highly visible before.

A Lifelong Learning Partnership

A great deal of our reading advocate's outreach into Hispanic homes was centered in one neighborhood. As the library completed its first year of Community of Readers, another grant project was developed to plug into a very important community initiative. The Village of Bensenville renovated a building that was undergoing serious decline in a heavily Hispanic neighborhood, and created a Neighborhood Resource Center. The center, while focusing on community-centered police work, also was designed to serve the recreational, social, and educational needs of residents of the area.

The Lifelong Learning Partnership (funded through an LSCA grant) established a strong connection between the library and the Neighborhood Resource Center. The library expanded the home visit concept from families with young children to any non-user of the library, concentrating in the Resource Center neighborhood. Home visits emphasized library services and resources as well as referrals to all community-based learning activities. The library employed the same two advocates and established a collection and regular programs at the Resource Center. Without losing the impact of the visits to families with preschoolers, the library was able to extend its circle of influence into more Hispanic homes.

In addition, the Resource Center provided an English-as-A-Second-Language class (as part of the College of DuPage/Library Literacy Coalition) and a Job Search Club (part of the library's partnership with the Illinois Department of Employment Security). The advocates' contacts at the Resource Center and the Well Child Clinic helped develop lasting relationships with families and strengthen the connection between the Hispanic population and the library. Throughout the projects' two years, the library's reading advocates visited nearly 300 families, more than half of whom were Hispanic. Asked if she thought there was a lasting impact, Maria responded positively.

"Two of the programs developed in the Lifelong Learning Partnership would not have occurred without the library's involvement. The Play Group we started at the Resource Center, with moms and preschoolers, basically runs itself now. Those families are involved in other community activities, and they never were at the library or the Park District Leisure Center before. The moms sometimes come to the library together, and library staff still visit the Play Group occasionally. Also, those people have library cards and are invited to attend special programs like 'Stories and Songs for Babies' and 'Stories and Songs with Grands.'

"The Heritage Fest we held in May was very successful. It brought together people of all cultures in our village, and celebrated their language and their customs. The cultures of Hispanic, German, Polish and East Indian people were all part of that program, and all ages attended the mini-festival. The entertainment and food were provided by Bensenville residents, and I think it made everyone there feel important. A lot of families told me they hope we made this an annual event.

"I also think that by making contacts with Hispanic families one on one, attitudes toward the library and the community have changed. A lot of communication among Hispanics is by word of mouth, and I think people have heard good things about the library program, and have a positive experience when they visit the library. The Families Learning Together program now gives people another opportunity to learn as a family and to help their children do better in school."

Families Learning Together

The home visit concept, although rewarding and successful, also is time consuming and demanding emotionally on library staff. As a way to expand our service to Hispanics and other families with children "at risk," the library developed a family literacy project, Families Learning Together, and is beginning its

second year of LSCA funding. Established as a more traditional family literacy program, with both formal and informal instruction and activity, the project emphasizes the "parent/child" interactive time as the key component. With sections taught in English, and as English-as-a-Second Language, the workshops are designed to reach eight to 10 families at a time and are scheduled throughout the year. Working with the College of DuPage and the local elementary school district, the Bensenville Library was fortunate to contract with instructors skilled in adult literacy and early childhood education, and with a passion for the whole language approach to learning reading and writing skills. Books and writing activities form the basis for all the workshops.

Maria Tejeda, now a part-time employee of the library and no longer paid with grant funds, talks about Families Learning Together fitting the specific cultural needs of Hispanics.

"The small group size and personal contact with the instructors is very comfortable for Hispanics who may not be used to formal education. Also, the Hispanic community is child centered. Attending a class with their child has a higher priority than for themselves; the parent feels that he or she is helping the child be successful in school. The programs use materials from the library's collections, and the parent can check out the same books each evening.

Most importantly, the family literacy workshops make learning fun and show the parent how to encourage the child at home. The instructors make personal phone calls to recruit families or follow up on a class activity. They often create materials in the session that the families can repeat in the home."

Families Learning Together has been expanded in its second year to include two sessions designed as "Spanish literacy." This session is for adults whose literacy skills are poor, even in their native language. These sessions will overlap with the ESL workshops, with families being encouraged to participate in both levels simultaneously. The extra exposure is designed to both improve skills and immerse the family in library and community activities. Monthly programs are planned with the Even Start Project, and range from author visits to folksingers to family talent shows.

A Family Literacy Council has been developed as part of the Families Learning Together project. Although the governmental, educational and social service agencies work closely within the Bensenville community, this council has been able to narrowly focus its attention on the specifics of serving families in need. Representatives from schools, churches, Even Start, College of DuPage, Parents as Teachers and Head Start programs, social workers, and other community organizations, join library staff in monthly meetings to plan, assess, and evaluate current family literacy programs. Development of new projects has resulted in the community being selected as a Project Success Site to implement integrated social and educational services, and in an Early Childhood Plan of Service for the community. Each of these has addressed the needs of the Hispanic community as a direct result of the library's outreach and family literacy programs.

Conclusion

When the Bensenville Community Public Library adopted the logo "serving a Community of Readers," the intent was clear that we wanted to encourage and stimulate reading for all persons in our community. Realizing that public libraries do not and cannot literally serve all their residents, we identified priorities and established goals. For the Bensenville Library, serving the Hispanic segment of our community became a challenge. It took a unique approach to be successful in that endeavor. Identifying the population and their specific needs lead us to the development of individual family outreach and family literacy programs. While not targeted exclusively at Hispanics in our community, these programs speak to the family-centered nature of the Hispanic culture, address the need to stimulate reading and learning as a family activity, and help create a community where children are valued. We believe that children must have a loving, nurturing, and caring home and community environment to be motivated to learn. These library services, in cooperation with other community organizations and programs, bridge cultural and language barriers, and seek to stimulate an atmosphere in which learning, as a family activity, can become a priority in the lives of all our residents.

Libraries Can: Family Learning in the Library

Pamela Martin-Diaz

Starting in 1992, the Logan Square Branch of the Chicago Public Library received funding from the Secretary of State Literacy Office/Illinois State Library to provide family literacy services to this immigrant Latino community. In our neighborhood, 69 percent of the adults never finished high school. High schools in the area report dropout rates as high as 74 percent. Some of the families are not literate even in their native language.

The Logan Square Branch decided to base the entire family literacy program for this population in the library. All the adults' classes, all the children's activities and all the parent and child together time took place in the library. The library staff made a commitment to better serve the low-literate families by bringing them into the library building itself. We felt that integrating them into the life of the library would only occur when the participants felt comfortable with the library.

As we had hoped, the participating families did experience the expected beneficial effects of family literacy training. We also found that besides these obvious benefits, the family literacy program led the library into a more planned and intentional way of dealing with families. We began to design services that encouraged families to learn together, both inside and outside the library. These services are still changing and growing now that the period of grant funding has expired.

From our experiences, we discovered that there are a variety of programs and services that libraries could adapt to begin or expand upon library service to families. For instance, libraries can serve families by forming a parent and child advisory board. This group consists of the parents and children the library is trying to reach. The members of this board generate ideas and then produce programs based on those ideas. This simple step quarantees support and participation in the programs that come from this group.

*Pamela Martin-Diaz, Family Services Librarian, Logan Square Branch, Chicago Public Library.

"The American Library's Association's official position on the role of libraries in the area of literacy encourages library involvement and places no limitation on how libraries should be involved in literacy education." (Quezada, Shelley, 1990, November) Shaping National Library Literacy Policy: A Report from the Alexandria Forum. Wilson Library Bulletin, 65(3), 22-24, 158.

Libraries can serve families by expanding the parenting collection. This is an example of directly supporting parents in their myriad roles. In our collection, we included books on child development, nutrition, psychology and health. Then we scattered the books all over the library. We also included other kinds of information interesting to families. For instance, we gathered information about the area's public and private schools and files of truly local interest, such as a community decision about land fills or fluoride in the water.

Parents and children need time to play together and toys with which to play. Libraries can help with this, too. We stocked a parenting closet that contains puzzles and manipulatives in the library. If no closet were available, a cart with similar materials could be placed near a parenting collection. Our closet is in the children's area. Rather than check out the materials, parents sign up to use the closet and then check out the key to it. A parenting closet is low maintenance because the materials are not checked out. This service provides parents with educational activities for them and their children to do in the library, prolonging their time there.

Libraries can serve other informational needs of families. We recognized that the parents of children in special education have particular informational needs. Therefore, Logan Square built a collection to fill the gap in knowledge we identified about learning disabilities. Our library also holds occasional workshops and meetings for parents of children with learning disabilities. This is only one area that could be addressed.

Other libraries have developed collections on other parental topics like home schooling.

Libraries can help families increase their knowledge of their neighborhood. We consider ourselves part of the life of the neighborhood. We collect pamphlets and notices from area cultural institutions advertising their family programs. This is a simple informational service. For English as a Second Language populations, it is beneficial to translate this information into the parents' first language. Libraries have created special bulletin boards dedicated to families. The boards publicize family programs or introduce a "Family of the Week" to other patrons. A "Family of the Week" board includes pictures of the family and text about their favorite activities, books and foods.

Traditionally, libraries have offered preschool story hours. Libraries can expand story times to include all members of the family. Story times that include older children, parents and grandparents are another way of encouraging family learning at the library. To really encourage parent participation, the library must suit the working schedules of adults and hold activities at night. Parents can share their children's favorite book or their own childhood stories. Stories can forge powerful bonds.

Libraries can present programs on science, math and the arts that are geared to include the entire family. Good programs, like "Family Math," have already been developed and resource guides are available. The family that participates in story times and family programs can be rewarded with a small prize. A "Family Bingo Card" can be completed by the families who attend these events and who then work together on the card as a project. Boxes on the bingo card include activities like "Write a letter to a relative," "Cook a meal together" and "Read a book together."

Libraries can develop activity packs for circulation. These bags can contain books, audio tapes, craft supplies or a combination of these items. Following directions and using the items can help families explore science, math, arts and crafts or drama. The activities in the bags can be consumable or can be items that are intended to be returned intact. Reading is the base from which all the activities grow.

Libraries can reach out beyond the walls of the library building. "Beginning With Books" is a library program that originated and continues to operate in Pittsburgh. This program takes books to parents who are not likely to avail themselves of library services. The program attempts to reach these families before the children begin school. "Beginning With Books" takes to heart the importance of books in the lives of children. Children need to have books read to them. "Beginning With Books" programs train people to go to laundromats and clinics, any place where parents and young children gather. The program models book sharing and gives parents books to read to their own children in their own home. The families begin to build their own home libraries and are given a coupon that they can redeem at the local library for another free book.

Family literacy can have a tremendous impact on families enrolled in formal, comprehensive programs. Certainly, families with literacy needs can make their greatest strides in this way. But libraries can participate in family literacy in much more limited ways. Family programs in the library can start at any time and family literacy activities can operate with any amount of money. Libraries can reach families with a commitment of time and creativity by librarians. The families who will benefit are waiting to enjoy and profit from the library programs designed with them in mind. Libraries can do this.

Community Participation in Family Literacy: Joint Steps Toward Literacy

Karen Stott

The small rural community of Savanna, nestled among the hills of northern Illinois, has only 4,000 residents. In our elementary school, nearly 50 percent of the students qualify for the free or reduced-price federal lunch program. Thirty percent are eligible for Chapter 1 services in the schools.

In our county there is no public day care facility, no county health department, no YMCA or YWCA, nor any agency providing an intensive focus on family literacy. The nearest community college, more than 40 miles away, provides adult literacy services to the community. The low participation in their literacy programs belies a great need in this county in which 35 percent of the population is without a high school diploma.

Beginning in 1992, a Family Literacy Grant from the Secretary of State Literacy Office to the Savanna Public Library supported a program that:

- Provided funding to train staff to make home visits, at which we provided information about child development and literacy programming on a personal basis.
- Provided funding for special family programming at the public library.
- Provided a forum for library staff, adult education staff and at-risk preschool staff to combine and coordinate services to family members.
- Convened a Community Advisory Council to help plan for, implement and publicize a family literacy project, as well as to evaluate the impact of the project on the community.

Convening a Family Literacy Council was a new concept for our community. Traditionally, the library had success in working on individual projects with the community organizations that were already in place and active. However, there had not been any interagency projects.

The library, as the lead agency on the grant, began to organize the Family Literacy Council. Our first step was to draft a letter and make presentations at community organizations to explain our need. Our goal was to recruit a representative to the council from each group.

We approached fraternal organizations, such as the Rotary, service groups, like Junior Women's Club, and business associations, like the Chamber of Commerce. We knew that the Interchurch Council and other charitable groups and organizations that had literacy as a priority mission like Delta Kappa Gamma would want to be included. Of course, governmental bodies like the school board were interested in participating in the council. We approached them all.

The response was all very positive. Each organization appointed a single representative to attend monthly meetings at the library. Keys to our success included meetings, which were well planned. We mailed agendas to all members one week prior to meetings. The meetings were held in the afternoon during business hours and limited them to no longer than one hour. As business people, the representatives really appreciated this efficiency.

The mix of business people, parents, grandparents, teachers, volunteers and library staff provided more support for the program than we had originally conceived when we wrote the grant. The existence of the Literacy Council provided the community of Savanna a strong impetus to develop interagency collaborations. The group assessed needs, planned and coordinated events. These collaborative efforts, in turn, promoted the "whole family" concept of providing comprehensive services to meet the complex needs of families. The partners were able to tackle cooperatively the problems of low-literacy achievement.

For instance, during the first year of the grant, one of the businessmen on the council addressed the problem of student recruitment. He offered an incentive to his employees to participant in literacy activities. He offered matching time off to people who attended family literacy programming. The library and the fam-

*Karen Stott, Director, Savanna Public Library.

ily resource center simply signed sheets verifying attendance. The matching time had to be accumulated in blocks of eight hours to receive an equivalent amount of time off. As one of the largest employers in the county, this definitely had an effect on our attendance. It also had an effect on the participant's view of literacy programming. This businessman showed his employees that the boss felt that learning was important, as important as work.

Having this Literacy Council in place made it possible to quickly respond when the opportunity to apply for a grant from the National Endowment for the Arts (NEA) became available in the second year of the Secretary of State grant. These federal grants were offered to demonstrate ways the arts may enhance life for rural Americans and establish public and private partnerships. The library had the public and private partnership in place with the Literacy Council. The NEA had previously received applications for grants that had targeted increased tourism as a goal. The staff of the Family Literacy Project proposed using the arts as literacy building experiences for the families. The grant application required the presence of matching state funds, which Savanna met with the Secretary of State family literacy grant dollars.

Our application was successful. We received the $25,000 maximum, the only such grant in Illinois. With this money, we were able to develop the most extensive summer reading program for a library our size in the state. We had a children's improvisational troupe called "Novel Ideas" perform for us. They dramatized children's writing while promoting creativity through audience participation. Different age groups of children were organized into different book-oriented activities. The group named Rock'n Readers learned the basics of drama, performing skits about the books they read. We had an average attendance of 100 children per week throughout the summer. We offered four days of programming each week, with five separate groups meeting to serve children ages 3–13. Without the support and cooperation of the Literacy Council, this success would not have been possible.

Besides accessing the NEA grant, the Literacy Council identified the problem of the location of literacy and adult education classes. As previously mentioned, the community college is more than 40 miles away. The location of the community college's literacy program has changed frequently, moving from church basement to church basement. The program has been located in buildings where there was no staff to answer the phone regularly. The solution was to bring the GED and ESL classes to the library. In this more permanent location, prospective students could easily access the services they needed. Library staff could answer questions abut the GED or ESL classes over the phone. The library staff would be available to answer questions about the entire process of participating in the programs offered. This consolidation of existing services also allowed us to provide child care and transportation when necessary.

There is indeed strength in numbers. We benefited from the individual expertise of each person who participated on the council. We created a system for integrated services to families, services that were continuous and convenient. If success is measured by milestones, then each of the goals we set for ourselves measured our achievement. We also enjoyed unanticipated results like the increased attendance at summer reading. Cooperation is always positive. Literacy is not an event, it is a process. The Literacy Council facilitated that process for the community of Savanna.

PACT: Parents and Children Together

Sandra Mulder

Located in an urban area of central Illinois is the Rock Island Public Library. Our population of approximately 41,000 is part of a greater metropolitan area of a quarter million people. We are located close to three public elementary schools: Hawthorne-Irving, Grant Intensive Basic and Frances Willard. All these schools have a large number of children entitled to free lunches based on low income, and all are identified as Chapter 1 schools. Their families live in an impoverished area with few jobs and a high incidence of violent crime. Some of the families' lives are complicated by drug and alcohol problems. For the members of these families, the daily struggle to survive overrides any interest they might have in education, for themselves or for their children. We began Parents and Children Together, an LSCA-funded family literacy venture because of a belief that their local public library might help these families with literacy needs.

For two consecutive years the Rock Island Public Library, the Rock Island-Milan School District #41, its Chapter 1 Program, Black Hawk College Outreach Center and the Rock Island County Council on Addictions, cooperated to provide a program for these families. Our goals were to reach parents and children through events that would enhance their literacy interests. We wanted to increase their involvement in school and library activities. We wanted to expose them to members of their community who would promote the value of reading. From these goals, three specific activities emerged.

First, we established the Guest Reader Program. In this weekly event, we invited volunteers from the community to read to fourth grade classes. The shared reading related to the guest's work, to their hobbies or to any topic they chose. Many of the guest readers visited the public library to borrow materials they had enjoyed as children. Others read from newspapers, magazines or books they currently were reading. Each guest shared a bit of his or her own life experience showing how reading had affected his or her life. Over two years more than 60 readers volunteered from local churches and clubs. The Guest Readers participants varied from a museum curator to an attorney, from a service technician to a hospital administrator.

At the end of the second year of the grant, we compiled a directory of the volunteer readers. "People With Stories, A PACT Guest Readers Resource" was distributed to all the schools in District 41. Copies are also available at the library's circulation desk. This pamphlet lists all the names of volunteer readers and cross references those names by occupation and interests. Teachers and other community agencies may now use the directory to replicate the Guest Readers Program. Anyone can bring role models of reading adults to the children in their classes or programs.

A second activity focused on kindergarten children. The Young Author's Program resulted in more than 200 children producing their own books. To prepare for the book production, the PACT coordinator shared library materials and ideas to inspire the children. Children imagined, dictated and illustrated their own stories. Then the coordinator recruited adults to write down the stories and assemble the books. Many parents and grandparents volunteered, allowing children to have one-on-one attention from an adult. Attention focused on each child's own story. At the same time, those adults felt needed and useful in the family literacy program. A classroom in one of the schools housed the materials and served as the base of the coordinator. At the end of each year, we hosted a special program in the community room of the public library to exhibit the books and to read aloud many of the stories. At poster sessions during the annual Illinois Library Association Conferences in 1993 and 1994, we displayed the children's books.

A third activity used by our project was Family Fun Night programs. Family Fun Nights were evening events at the schools in which parents and their children could join in activities together and learn with each other. Organized on a theme, these events used books and learning experiences to illustrate the topic. For instance, a Family Fun Night that included making a book about the children, "All About Me," ended up with a read aloud of the book by Eric Carle, *The Mixed Up Chameleon*. Other evenings included sing

*Sandra Mulder, Children's Services Librarian, Rock Island Public Library.

alongs, making alphabet books, creating puppets, sharing wordless books or celebrating Kwaanza.

Through library card registration provided at these programs, the library added more than 300 patrons to its roster. As each evening ended, we gave free books and activity hand-outs to the families who attended so the word games and other activities could be tried at home. Information on the adult education opportunities through Black Hawk College was presented regularly so that parents could pursue their own educational goals.

The public library hosted two of the Family Fun Nights. One featured a storyteller of African-American folk tales. The other featured a library tour and a demonstration of the use of the patron access computers. In the final year of the grant, the library continued programming for a few weeks into summer vacation. One afternoon program was presented for parents and children together, which featured multicultural performers doing Mexican dances. Another week a professional dance troupe interpreted folk tales from around the world. Both illustrated the ability of language to be shown through dance.

During the second year of the program we conducted a survey of the participants. These are some of the questions we asked and the responses we received:

Question: "How is the program helping you?"

Answer: "Me and my child work together on reading."

Question: "Do you use the library?"

Answer: "Yes, the Rock Island Public. Yes, I'm still learning."

Question: "Do you read to your child?"

Answer: "Yes, and she is now trying to read to me! We read together every night at bedtime."

Question: "What would you change about the program?

Answer: "Nothing ... work harder on having more parents involved. Wish I had got involved in it earlier."

These comments are revealing. The results of our program were broader than we had anticipated. We know that we touched the lives of more than 1,300 people during the two-year family literacy program. Hundreds of new patrons now hold library cards. Higher attendance occurred during our 1994 summer reading program than had attended in recent years. Children from our targeted schools, never before seen in the library, began to show up at our regular library programs for children.

The library is committed to family literacy. We continue to hold monthly PACT Family Fun Night programs during the school months. Last summer, the library held story times in the schools at the free breakfast and lunch programs. The children looked for us. The principal of one school included the purchase of children's fiction in the budget he compiled following participation in this grant. We still did not draw the number of adults we had hoped. We knew that, in this population, literacy did not rate highly on a priority list of needs. We know that those we did reach have benefited. We learned that our belief that the library can have an impact on families apart from its regular patrons was true. We can help our community families by demonstrating to them that there is fun in reading.

Crafting Vocabulary into Family Literacy Workings

Robert Hafeman

In June 1994, the Stinson Memorial Library District completed our family literacy grant period. Located in deep southern Illinois, our historic library designed and delivered multi-cultural, intergenerational literacy experiences to the residents of Union County. One year later, we are still experiencing the positive effects of that project.

The city of Anna has enjoyed a public library for more than 80 years. This library is a beautiful historic building, but our services were unavailable to the many people who lived outside the city limits. In 1992, the people passed a referendum to become a library district, enlarging our service population from 4,800 to 14,000 including more than 4,000 children.

Historically, the area suffers from few economic opportunities and a low literacy rate among families. Recently, the two major industries had closed their doors leaving 400 people without a job in a town of 4,000. The layoffs added to our already high 16 percent unemployment rate. Additionally, there are a growing number of Hispanic farm workers settling in the county.

In 1993, the library district applied for and received Secretary of State grant funding for Project CLEARR (Community Literacy Experience: Accessing the Riches of Reading). We felt that many programs ignored the displaced bread winner. We wanted to assist those individuals in strengthening their family life while improving their job and literacy skills. CLEARR supported these activities:

- Provided a bilingual literacy coordinator to the targeted families.
- Formed an advisory council comprised of academic, social service, education and community agencies.
- Developed strategies to recruit and retain participants.
- Established a first-step, high-interest, low-difficulty vocational collection.
- Held family reading events that engaged local crafts people, artisans, professionals, trades people and business owners to present workshops on the knowledge, skills and vocabulary needed in their occupation.

Project CLEARR hosted vocational workshops in the library and at business locations. The workshops focused on teaching the words and phrases common to each occupation presented. We worked on developing a glossary of terms that would enable participants to understand and access further employment in these lines of work.

Presenters developed the list of terms prior to their session. Large signs in both Spanish and English with simple definitions and pronunciations were prepared. These important signs were displayed and discussed at length at each workshop. The presenter would often refer to the word list and encourage participants to use the words in the discussion. We issued three-ring binders to the workshop participants at the beginning of the project. They received vocabulary pages with new terms, illustrations and explanations at each new session. The participants brought their notebooks to each of the sessions. In this way, they logged their own experiences and compiled their own job term dictionaries at the same time.

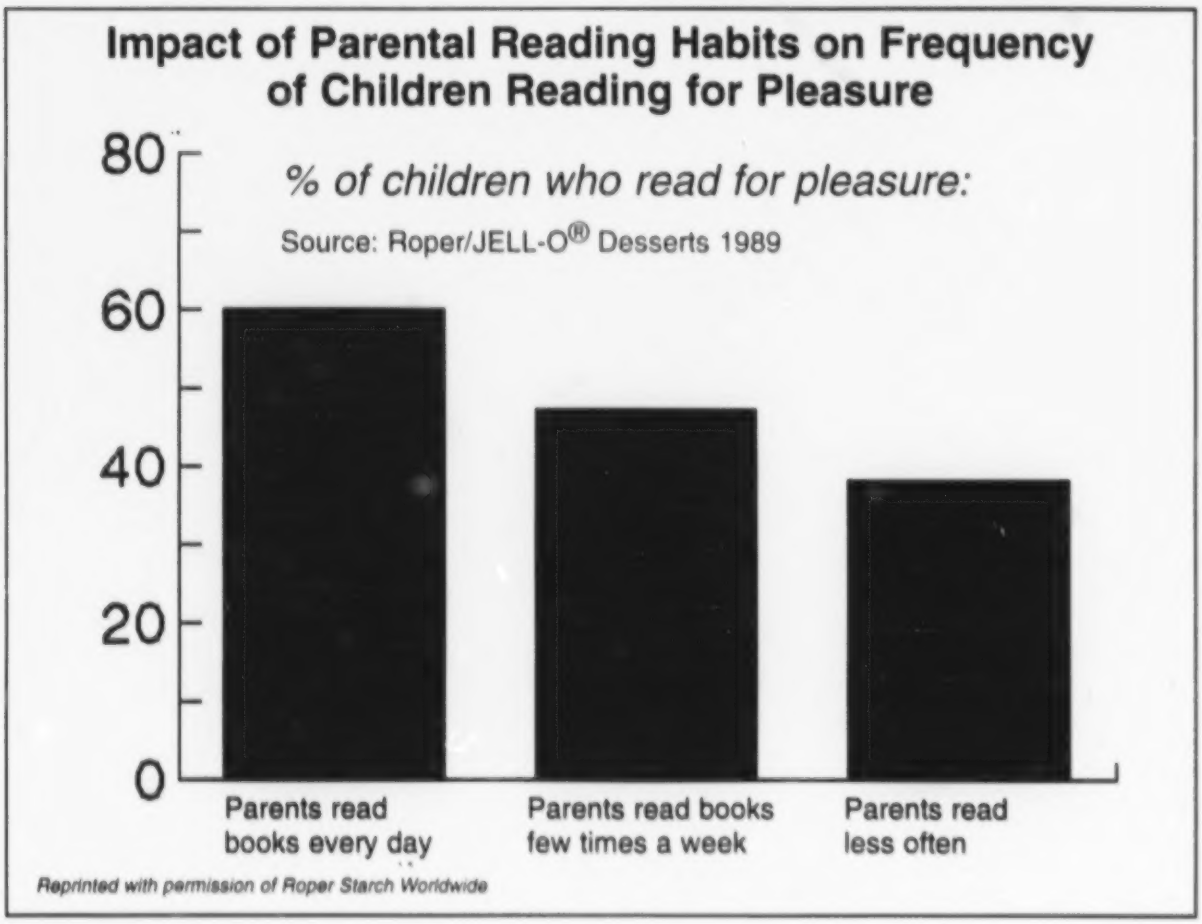
Workshops attempted to engage full family participation. One called "The Art of Hair Cutting" educated parents and children in a skill that is necessary for everyone throughout life. Sometimes, the children attended a story hour on a related topic in one part of the library, while the adults attended the workshop in another. For instance, the children read the story of Paul Bunyan and his mighty ax while the adults were learning "How To Make A Chair From A Tree." Themes ranged from interviewing skills to money matters, from basketmaking as a home based business to the art of stained glass.

*Robert Hafeman, Director, Stinson Memorial Library District, Anna.

Our regular attendance averaged 40 adults with a few workshops drawing as many as 70 participants. We were pleased that more than 400 notebooks were distributed in an area this size. We were also pleased to see both the Spanish and English speaking population attending the sessions. We saw that families connected around these shared reading events. Families connected on the important issues of jobs, education and literacy enrichment. Displaced workers were able to enjoy learning with their spouses and children, and children were able to enjoy sharing a learning experience with their parents. We had successfully addressed one of the elements in the cycle of literacy. We had found a method to include the unemployed or under-employed "bread winner" in the circle of family reading and to keep all members of the family interested in the goal of reading together.

Parents Are Reading Boosters

Additional evidence about the effect of parents' reading habits on children's literacy comes from a recent survey by the Roper Starch Worldwide, commissioned by Jell-O Desserts in cooperation with Reading Is Fundamental, Inc. Parents almost unanimously (97%) said reading was very important, and 72 percent said it primarily is the parents' responsibility to help children develop an interest in reading. Only 9 percent said it was strictly up to the schools. Parents of children with a strong interest in reading were more likely to read with them daily (64%) than parents of children who were somewhat (41%) or not (31%) interested in reading. Sixty percent of the parents who read books daily are more likely to have children who read for pleasure every day than parents who read less than a few times a week (37%). Parents with the least education had the most desire for helpful reading materials—73 percent of parents with only a high school diploma, compared with 43 percent of those with a college degree.


Impact of Parental Reading Habits on Frequency of Children Reading for Pleasure
80
60
40
20
0
% of children who read for pleasure:
Source: Roper/JELL-O® Desserts 1989
Parents read books every day
Parents read books few times a week
Parents read less often

Reprinted with permission of Roper Starch Worldwide

FAMILY LITERACY PROJECTS
FY93, FY94, FY95

CHICAGO

The BFH Family Literacy Program: The Learning Link (FY95)
Boyz From the Hood Foundation
Ben Garrett
311 South Wacker Drive
Suite 5425
Chicago, Illinois 60606
(312) 554-3155 ext. 3751

The "Helping Hand" Project (FY93 & FY94)
Chicago Public Library
Barbara Rieffel, Branch Head
CPL/Timothy Blackstone Branch Library
4904 South Lake Park Avenue
Chicago, Illinois 60615
(312) 747-0511

Learning Together/Aprendiendo Juntos (FY93 & FY94)
Chicago Public Library
Pamela Martin-Diaz, Librarian
CPL/Logan Square Branch
3255 West Altgeld Avenue
Chicago, Illinois 60647
(312) 744-5295

Logan Square Partnership for Family Literacy (FY95)
Chicago Public Library
Pamela Martin-Diaz
Logan Square Branch
3255 West Altgeld Avenue
Chicago, Illinois 60647
(312) 744-5295

Reading and Writing Together: REWRITO (FY94)
Chicago Public Library
Dr. Elio DeArrudah
Harold Washington Library Center
400 South State Street, Suite 95-11A
Chicago, Illinois 60605
(312) 747-4162

De Generacion A Generacion/From (FY94)
Generation to Generation
Chicago Public Library
Dr. Elio DeArrudah
Harold Washington Library Center
400 South State Street, Suite 95-11A
Chicago, Illinois 60605
(312) 747-4162

K.O.C.O. Family Literacy Project (FY95)
Kenwood-Oakland Community Organization
Karen Bozeman-Gross
1238 East 46th Street
Chicago, Illinois 60653
(312) 548-7500

Live and Learn Family Literacy Program (FY95)
Sullivan House
Meryl Domina
7305 South Clyde
Chicago, Illinois 60649
(312) 324-5014

SUBURBAN CHICAGO

Leer Es Poder: A Family Literacy Program for Hispanic Preschoolers and Their Parents (FY94 & FY95)
AURORA
Aurora Public Library

Judith Kuzel
One East Benton Street
Aurora, Illinois 60505-4299
(708) 896-9761

Family Learning Partnership: The Bensenville Family Literacy Model (FY93 & FY94)
BENSENVILLE
Bensenville Community Public Library District
Jill Rodriguez, Project Director
200 South Church Road
Bensenville, Illinois 60106
(708) 766-4642

Learning PALS (FY95)
CARPENTERSVILLE
Community Unit School District #300
Linda Kolbusz
300 Cleveland Avenue
Carpentersville, Illinois 60110
(708) 426-1300 ext. 313

English As A Second Language Family Literacy Project (FY93)
ELGIN
Gail Borden Public Library
Karen Maki
200 North Grove Avenue
Elgin, Illinois 60120
(708) 742-2411

Libraries Reaching Out (FY93)
HARWOOD HEIGHTS
Eisenhower Public Library District
Deborah Ruch, Project Director
Triton College
2000 Fifth Avenue
River Grove, Illinois 60171
(708) 456-0300 ext. 464

Reading As Families Together (FY93)
JOHNSBURG
Johnsburg Public Library
Kathryn Hausman
Nippersink District Library
5418 Hill Road
Richmond, Illinois 60071
(815) 678-4014

La Familia (FY94 & FY95)
WAUKEGAN
Waukegan Public Library
Carol Morris
128 North County
Waukegan, Illinois 60085
(708) 623-9261

NORTHWEST ILLINOIS

Freeport Family Literacy Project (FY95)
FREEPORT
Highland Community College
Sandra Feaver
2998 West Pearl City Road
Freeport, Illinois 61032
(815) 235-6121 ext. 254

Family Magic (FY93)
ROCKFORD
Rockford Public Library
Marcia Cook
Rockford Housing Authority
330 15th Avenue
Rockford, Illinois 61104
(815) 965-6731

Family Magic (FY95)
ROCKFORD
Rockford Public Library
Fredrika Pharr/Norma Whitby
215 North Wyman Street
Rockford, Illinois 61101
(815) 987-3830

Joint Steps Toward Literacy: Family Reading Opportunities for Growth (FY94)
SAVANNA
Savanna Public Library
Karen Stott, Library Director
326 Third Street
Savanna, Illinois 61074
(815) 273-3714

CENTRAL ILLINOIS

Families and Books (FY93)
DECATUR
Decatur Public Library
Claudia Quigg
Rolling Prairie Library System
345 West Eldorado
Decatur, Illinois 62522
(217) 429-2586

Partnerships for Progress (FY93)
JACKSONVILLE
Jacksonville Public Library
Kathy Roegy
201 West College
Jacksonville, Illinois 62650
(217) 243-5435

Center for Adult Basic Education and Literacy (FY95)
JOLIET
Joliet Junior College
Dr. Terry R. Irby
Center for ABE and Literacy
214 North Ottawa
Joliet, Illinois 60431
(815) 727-6544 ext. 1212

Building On Strength: Family Literacy at the Joliet Public Library (FY94)
JOLIET
Joliet Public Library
John Mozga, Assistant Director
150 North Ottawa
Joliet, Illinois 60431
(815) 740-2668

Family Reading Project (FY93)
KANKAKEE
Kankakee Public Library
Michael Furl
304 South Indiana
Kankakee, Illinois 60901
(815) 939-4564

Bright Futures (FY94)
LASALLE
LaSalle Public Library
Denise Hodgett
305 Marquette Street
LaSalle, Illinois 61301
(815) 223-2341

Families For the Future (FY95)
PEORIA
Tri-County (Peoria) Urban League
Sharon Desmoulin-Kherat
317 South MacArthur Highway
Peoria, Illinois 61605
(309) 672-4353

Project FILL: Families in Libraries Learning (FY94)
PETERSBURG
Petersburg Public Library
Melissa Sullivan
220 South Sixth Street
P.O. Box 347
Petersburg, Illinois 62675
(217) 632-2807

Family Literacy Services (FY95)
QUINCY
John Wood Community College
Dotty Oelklaus
150 South 48th Street
Quincy, Illinois 62301
(217) 224-6500 ext. 300

PACT (Parents and Children Together)
Family Literacy Grant (FY93 & FY94
ROCK ISLAND
Rock Island Public Library
Sandra Mulder
401 19th Street
Rock Island, Illinois 61201
(309) 788-7627

Serving the Deserving/A Family Affair
TOLEDO
Chris Ashley
Lake Land College
5001 Lake Land Boulevard
Mattoon, Illinois 61938-9366
(217) 235-3131

METRO EAST

Door to Learning (FY93 & FY94)
EAST ALTON
East Alton Public Library District
Richard Chartrand
250 Washington Street
East Alton, Illinois 62024
(618) 259-0787

Foundations (FY95)
BELLEVILLE
Belleville Area College
Martha Giordano
2500 Carlyle Road
Belleville, Illinois 62221
(618) 235-2700 ext. 273

SOUTHERN ILLINOIS

Project CLEARR: Community Literacy Experience: Accessing the Riches of Reading (FY94)
ANNA
Stinson Memorial Library District
Robert E. Hafeman
409 South Main Street
Anna, Illinois 62906
(618) 833-2521

Ready for Reading Family Partnership (FY94 & FY95)
Benton Public Library District
Tina Grounds
Rend Lake College
Route 1
Ina, Illinois 62846
(618) 437-5321 ext. 341

Marion Family Learning Connection (FY95)
CARTERVILLE
John A. Logan College
Hugh Muldoon
Carterville, Illinois 62918
(618) 985-3741 ext. 414

Family Connections (FY94)
CENTRALIA
Centralia Public Library
Bess Wesling
27210 College Road
Centralia, Illinois 62801
(618) 532-1981

Rekindling Literacy in the Family (FY95)
MT. CARMEL
Wabash Community Unit School District #348
Steve Schwartz
218 West 13th Street
Mt. Carmel, Illinois 62863
(618) 262-8048

FUTURE: Families United Together: Ultimate Reading Experience (FY94, FY95)
ROBINSON
Robinson Township Public Library District
Beth Hawkins
606 North Jefferson
Robinson, Illinois 62454
(618) 544-3273

COMMUNITIES RECEIVING FAMILY LITERACY GRANTS: FY93 THROUGH FY95

FAMILY LITERACY RESOURCE BIBLIOGRAPHY

Barbara Bush Foundation For Family Literacy, *First Teachers:* Washington, D.C.: Barbara Bush Foundation

Anderson, Hiebert, Scott and Wilkinson, 1985. *Becoming a Nation of Readers.* U.S. Dept. of Education, Washington, D.C.

Brizius, Jack and Foster, Susan. 1993. *Generation to Generation: Realizing the Promise of Family Literacy,* Ypsilanti, MI: High Scope Press

Crandell, JoAnn and Imel, Susan. 1991. "Issues in Adult Literacy Education." ERIC Review. Washington, D.C.: Access Eric

Durkin, D. 1966. *Children Who Read Early.* New York: Teachers College Press

Edwards, Patricia. 1990. *Parents as Partners in Reading: A Family Literacy Training Program.* Chicago, IL: Children's Press

Goldsmith, Ellen and Handel, Ruth. 1990. *Family Reading: An Intergenerational Approach to Literacy,* Syracuse, NY: New Reader's Press

Handel, Ruth. 1992. "The Partnership for Family Reading: Benefits for Families and Schools," *The Reading Teacher,* 46(2), 116-26.

Johnson, Debra Wilcox and Edmonds, Leslie. 1990. *Family Literacy Library Programs: Models of Service.* Des Moines, IA: State Library of Iowa.

Illinois Literacy Resource Development Center. 1990. *The Mechanics of Success for Families: An Illinois Family Literacy Report.* Reports 1-4. Rantoul, IL: ILRDC.

Jenkins, Lynn B. and Kirsch, Irwin S. 1992. *National Adult Literacy Survey.* Washington, D.C.: U.S. Department of Education: National Center for Educational Statistics.

Literacy Volunteers of America. 1991. *How to Start a Family Literacy Project.* Syracuse, NY. Literacy Volunteers of America.

Mavrogenes, Nancy. 1990. "Helping Parents Help Their Children Become Literate." *Young Children,* 45(4), 4-9.

Monsour, Margaret, *Libraries and Family Literacy: A Natural Connection,* School Library Journal, vol. 37, February 1991, p. 33-37.

National Center for Family Literacy, *A Guide to Funding Sources.* Louisville, KY: National Center for Family Literacy, 1991.

Nickse, Ruth S. 1991. *Family and Intergenerational Literacy Programs: An Update on the Noises of Literacy.* Information Series 342. ERIC Clearinghouse on Adult, Career and Vocational Education.

Potts, Meta. *Family Literacy.* Paper presented at the Louisiana Forum II, March 1991.

Potts, Meta. *The Past, Present and the Promise of Family Literacy.* The Bookmark, Spring, 1992, vol. 50, III, p. 236-238.

Potts, Meta. 1992. *A Strengths Model for Learning in a Family Literacy Program.* Lexington, KY: National Center for Family Literacy.

Quezada, Shelley. 1990. *Shaping National Library Literacy Policy: A Report from the Alexandria Forum.* Wilson Library Bulletin, 65(3), 22-24, 158.

Quezada, Shelley and Nickse, Ruth. 1993. *Community Collaborations for Family Literacy Handbook.* New York, NY: Neal-Schuman Publishers.

Quintero, Elizabeth and Velarde, M. Christina. 1990. "Intergenerational Literacy: A Developmental Approach." *Young Children,* 45(4), 10-15.

Reading is Fundamental. 1991. *A Guide to RIF's Family Literacy Programs.* Washington, D.C.

Sticht, Thomas and MacDonald, Barbara. 1991. *Making the Nation Smarter: The Intergenerational Transfer of Cognitive Ability.* Volume 1 and 2. Norwood, NJ: Ablex.

Sticht, Thomas. 1991. *Teach the Mother-Reach the Child.* International Literacy Action Research Project. Washington, D.C.: Wider Opportunities for Women.

Talan, Carole. *Family Literacy: Libraries Doing What Libraries Do Best,* Wilson Library Bulletin, November 1990.

CHILDREN'S BOOK LIST

Listed here are some attractive, well written children's books. We want this list to be useful to parents of young children as well as to family literacy practitioners. It's arranged so that books for the youngest children are listed first. The last books on the list are more difficult to read. We also want families to identify with authors, therefore, we have starred the books that are written by writers who live in Illinois.

Some of these books are fun to read aloud. Some are books that introduce the alphabet, numbers or other activities appropriate to the child's age. These stories show many different families. They emphasize the strengths that families share, whether those strengths are in talking together, in laughing or in helping each other.

Books are more than the sum of their parts. By discovering books with beautiful illustrations and lovely language, people will be caught in the spell of reading.

A Children's Zoo, Tana Hoban

On Market Street, Arnold Lobel

Idalia's Project ABC: Projecto ABC, Idalia Rosario

**Pass the Fritters, Critters*, Cheryl Chapman

Over in the Meadow: An Old Nursery Counting Rhyme, Paul Galdone

An Enchanted Hair Tale, Alexis De Veaux

Ten, Nine, Eight, Molly Bang

**City Storm*, Mary Jessie Parker

When You Were a Baby, Ann Jonas

**A Frog Inside My Hat*, Fay Robinson

Hand Rhymes, Marc Brown

Is It Red? Is It Yellow? Is It Blue?: An Adventure in Color, Tana Hoban

Moonlight, Jan Ormerod

Pancakes for Breakfast, Tomie DePaola

Peter's Chair, Ezra Jack Keats

A Peaceable Kingdom: The Shaker Abcdarius, Alice and Martin Provenson

**Night is Coming*, W. Nikola-Lisa

Snowy Day, Ezra Jack Keats

Leo the Late Bloomer, Robert Kraus

The Napping House, Audrey and Don Wood

**Armadillo*, Mary Elise Monsell

Not So Fast, Songololo, Niki Daly

Goodnight Moon, Margaret Wise Brown

The Secret Birthday Message, Eric Carle

The Quilt Story, Tony Johnston

The Snowman, Raymond Briggs

Roxaboxen, Alice McLerran

First Pink Light, Eloise Greenfield

Imogene's Antlers, Davis Small

Jamberry, Bruce Degen

Mama, Do You Love Me?, Barbara M. Joosse

**The Goodnight Kiss*, Jim Aylesworth

Ira Sleeps Over, Bernard Weber

The Doorbell Rang, Pat Hutchins

City Seen from A to Z, Rachel Isadora

My Visit to the Dinosaurs, Aliki

There's a Nightmare in My Closet, Mercer Mayer

Family Pictures/Cuadros De Familia, Carmen Lomas Garza

Love You Forever, Robert Munsch

**Time to Go*, Beverly and David Fiday

Anno's USA, Mitsumasa Anno

**Three Cheers for Tacky*, Helen Lester

Wilfrid Gordon McDonald Partridge, Mem Fox

People, Peter Spier

The Z Was Zapped: A Play in Twenty-six Acts, Chris Van Alsburg

The Magic Fan, Keith Baker

Cinderella, Charles Perault & Amy Ehrlich

Why Mosquitoes Buzz in People's Ears, Verna Aardema

Tar Beach, Faith Ringgold

**Spider and the Sky God*, Deborah Newton Chocolate

Hill of Fire, Thomas P. Lewis

**It Goes EEEEEEEE!*, Jamie Gilson

The Black Snowman, Phil Mendez

Mufaro's Beautiful Daughters, John Steptoe

Ashanti to Zulu: African Traditions, Margaret Musgrove

**Children of the Fire*, Harriette Gillem Robinet

SECRETARY OF STATE LITERACY OFFICE
FAMILY LITERACY GRANT PROGRAM INFORMATION

GRANT OFFERINGS AVAILABLE: No later than March 15 each year

DEADLINE FOR APPLICATION: On or before May 1 each year

WHO MAY APPLY: Applicant must be a public library and a member of an Illinois library system or an adult literacy program or a program serving children at risk such as Head Start, Even Start, pre-K, Chapter I, etc,

APPLICATION FORMS: Application forms will be available through the Secretary of State Literacy Office, 431 South Fourth Street, Springfield, IL 62701, (217) 785-6921.

GRANT AWARD: Grants up to $35,000

CONTRACT DATES: August 1 through June 30

PURPOSE: To break the cycle of illiteracy through coordinated efforts of professional and volunteer staff.

ELIGIBILITY: Adults and children living in the same household. Consideration will be given to communities which have a documented concentration of families with children at risk. The review committee seeks a balance between English as a Second Language and Native Speaker programs.

PROGRAM ELEMENTS: Grant applications must have a public library, an adult education program, and a program serving child at-risk in place and working cooperatively and effectively together. Volunteers may be used in the implementation of creative, innovative models of service within the framework of curriculum guidelines developed by the Illinois State Library. To facilitate the exchange of information during the grant year, we encourage programs to include travel in their budget,

FOCUS: Language, literacy, and play experiences in which the parent and child are involved in reciprocal learning and teaching are emphasized. Examples are listed below:

1) Language Development
2) Learning to Read to a Child
3) Plays & Puppet Shows
4) Using the Library
5) Neighborhood Excursions
6) Parent/Child Relationships

CONTACT PERSONS: Cyndy Colletti, Family Literacy Consultant ..... (708) 680-4814
Sherry Potterf, Family Literacy Grant Administrator ..... (217) 785-6921

FAMILY READING VIDEOS

In 1992, parents, teachers, librarians and reading specialists from Chicago, Bensonville, Bloomington, Peoria and Springfield were featured in a 30-minute video produced by the Illinois State Library, with financial assistance from the Illinois Center for the Book. The tape included a four-minute clip that could be used for parent open houses or other occasions when time was limited.

The multi-ethnic video, "Read Together, Grow Together," is aimed at parents who have young children. It emphasizes how important it is to make reading a part of every day family life. Reading techniques, dramatic play and early writing experiences are modeled. The strongest message is that reading is FUN. The tape is especially effective with parents who are hesitant readers or non-native speakers. This videotape is available for loan through the public libraries.

A second video, the 10 minute animated "Once Upon A Book," is also available for loan through public libraries. Aimed at children and parents, it was developed for repeated playing in waiting rooms of social service agencies or doctor's offices. This video illustrates in a different way the importance of parents and children reading together.

In 1995, the Illinois State Library developed two new video tapes called, "Read Together, Grow Together, Activities Series A & B." These tapes build upon the ground work of the first two tapes. Families are encouraged not only to read together, but to also help their children learn through play. When parents and children read together and play together, they learn from each other and reinforce learning for each other. Using everyday objects found in the home like shoes or dishes, parents demonstrate activities which promote the skills that children will need when they learn to read. A brochure accompanies the videos, which suggests ways for a parent to repeat these enjoyable activities at home. This set of tapes will also be available for loan through public libraries.

SECRETARY OF STATE AND STATE LIBRARIAN GEORGE H. RYAN ASKS YOU TO REMEMBER FAMILY READING NIGHT

Each fall, thousands of families and hundreds of schools, libraries and literacy programs participate in Illinois' Family Reading Night. We hope you, too, will save the third Thursday of November on your calendar every year and help establish this special night as a statewide tradition.

Family Reading Night is an invitation to parents to turn off the TV and spend the evening reading with their children. Coordinated by the Illinois State Library, it is endorsed by the Illinois Reading Council, the Illinois Library Association, the Illinois School Library Media Association, the Illinois Center for the Book and the Illinois State Board of Education.

The Illinois State Library sends promotional information to elementary school principals and public library directors each year, but we encourage you to spread the message about Family Reading Night in your own unique way. You may want to hold a bookmark or poster contest, create a display or write announcements to be read over the school intercom. Some schools and libraries give certificates to families that participate or to classrooms that have the greatest degree of participation. Others raffle books donated by area bookstores (or suppliers) or give away coupons for fast food restaurants as rewards for participation. Some schools even hold reading "pep rallies."

The important thing is to encourage parents to put their best INTENTIONS into ACTION and make reading a part of their daily routine. Let's send a united message that "families that read together grow together."